DOCUMENT RESUME

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ABSTRACT

This document contains 59 individually prescribed instructional modules for use in teacher aide education programs. Each module has six sections: 1) Behavioral objectives, 2) purpose, 3) performance criteria, 4) experiences, 5) resources, and 6) taxonomy. The subjects covered include the use of instructional equipment such as language master, carousel slide projector, projection screen, 16mm projector, tape recorder, filmstrip projector, tape player, cassette recorder, spirit duplicator machine, mimeograph machine, dry copier machine, and preparing software for the language master, splicing magnetic tape, and the construction of bulletin boards. Other modules are concerned with oral reading, collection of lunch money, etc., playground safety hazards, first aid procedures, mending of clothes, arrangement of classroom furniture, identification of types of behavior, scoring of test results, keeping attendance records, keeping cumulative record cards, planning field trips, preparing charts and work sheets, conducting musical activities, and administering standardized achievement tests and diagnostic tests. (Related document is SP 005 598). (MBM)

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TEACHER AIDE

INDIVIDUALLY PRESCRIBED INSTRUCTIONAL MODULES

COLLEGE OF EDUCATION
LIVINGSTON UNIVERSITY
LIVINGSTON, ALABAMA 35470

SP 00 056 00

ED. 101 INTRODUCTION TO EDUCATION
Fall Quarter, 1971

Seminars

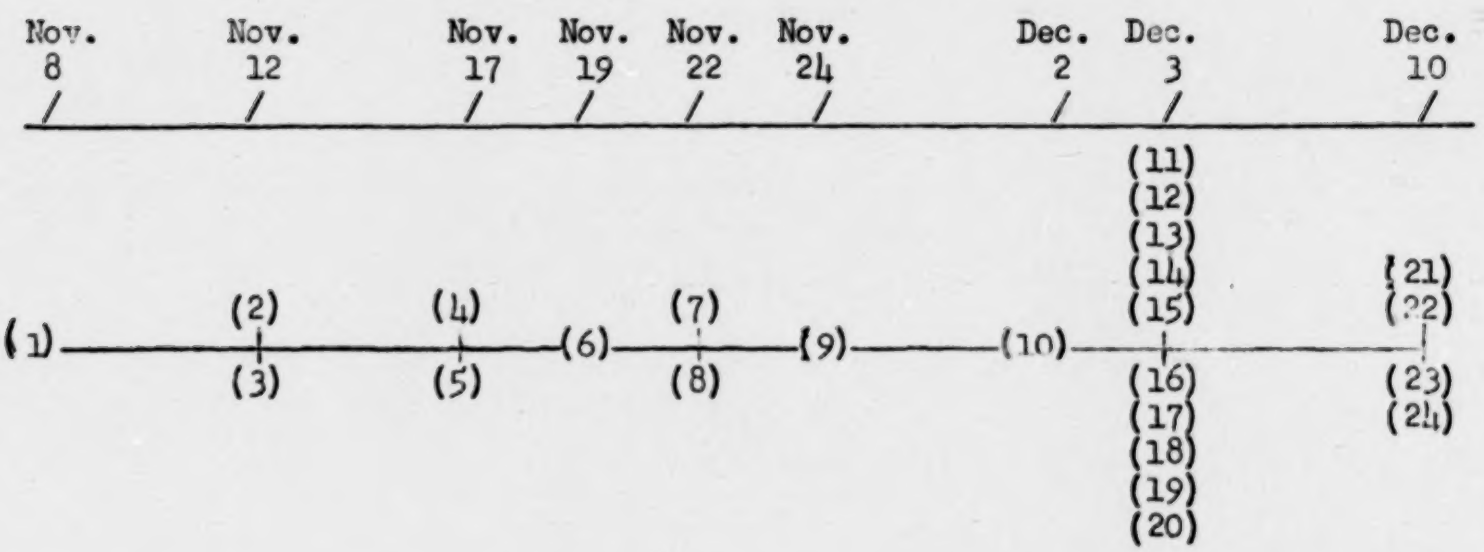
Sept.	23	Introduction to Education - Mrs. Dial
	28	Introduction to Competency-Based Education - Dean Fortney
	30	Psychological Foundations for Competency-Based Education - Dr. Judge
Oct.	5	Curricular Foundations for Competency-Based Education - Dr. Orso
	7	Behavioral Objectives - Dr. Hill
	11	Tour of Facilities - Mrs. Dial and Mrs. Fluker
	14	Introduction to IPIM's - Mini-students - Mrs. Dial
	19	Library and University IPIM's - Mrs. Dial and Dr. Judge
	21	Media Modules - Dr. Early and Mr. Ptomey AAB101 - Carousel Slide Projector AAE101 - 16mm Bell and Howell Projector AAG101 - Wollensal 1500 Tape Recorder AAH101 - Film Projector Bell & Howell
	26	Preparation for Standardized Testing - Mrs. Dial
	28	Video Speeches - Mrs. Dial and Mrs. Nichols
Nov.	2	Video Speeches - Mrs. Dial and Mrs. Nichols
	4	Bulletin Board IPIM's - Field Performance - Mrs. Dial and Dr. Judge
	9	Bulletin Board IPIM's - Field Performance - Mrs. Dial and Dr. Judge
	11	Review Test Results - Individual Advisors
	16	Review Test Results - Individual Advisors
	18	Complete University IPIM's - Mrs. Dial and Dr. Judge
	23	Catalog Study - Mrs. Dial
	30	Catalog Study - Mrs. Dial
Dec.	2	Program Requirements and Trial Schedule - Mrs. Dial and Staff
	2	Media Modules Completed - Dr. Early and Mr. Ptomey
	7	Individual Conferences - Mrs. Dial and Staff
	9	Evaluation

Py 240 - Fall Quarter, 1971

Seminars

Sept.	23	Introduction to Behavioral Studies I - Dr. Fischer
	24	Media Modules - Introduction - Dr. Early and Mr. Ptomey
	27	Reading Aloud to Children - Dr. Early and Mrs. Johnston
	28	
Oct.	18	Speech - Mrs. Nichols
	19	Recognizing Attending Behavior - Dr. Orso
	20	Non-Verbal Cueing - Dr. Orso
	21	
	24	Techniques of Reading - Mrs. Johnston
	25	Holiday
	26	
Nov.	8	Techniques of Reading (Cont.) - Mrs. Johnston
	9	Classroom Management - Introduction - Dr. Patrenos
	10	Safety Hazards on the Playground - Mr. Johnson and Mr. Nix
	11	Children's Clothing - Mrs. Dial
	12	
	17	Types of Behavior - Dr. Judge
	18	
	19	Techniques of Reinforcement - Dr. Orso
	22	
	24	Teacher-Made Tests - Dr. Fischer
	25	
	26	Thanksgiving Holidays
	29	
Dec.	2	Alabama School Register - Mrs. Johnston
	3	
	10	Cumulative Records - Dr. Nawaz
	13	
	15	Final Examinations

PY 240 Fall Quarter, 1971 CHECK-OUT PERT



1. MAA101 - Reading in Children
2. MAB101 - Standard School Forms
3. MAC101 - Safety Hazards
4. MAD101 - First Air
5. MAE101 - Children's Clothing
6. MAH101 - Techniques of Reinforcement
7. MAF101 - Classroom Setting
8. MAG101 - Types of Behavior
9. MAI101 - Teacher-Made Tests
10. MAJ101 - School Register
11. AAA101 - Language Master
12. AAC101 - Projector Screen
13. AAD101 - Preparing Software
14. AAF101 - Repairing Software
15. AAI101 - Tape Player-Norelco
16. AAJ101 - Craig 2610 Cassette
17. AAK101 - Bulletin Board
18. AAL101 - Spirit Duplicator
19. AAM101 - Mimeograph
20. AAN101 - Dry Copier
21. MAK101 - Cumulative Record I
22. MAL101 - Cumulative Record II
23. MAM101 - Cumulative Record II
24. MAN101 - Cumulative Record IV

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AAA101

UNIT: Media

COMPONENT: Hardware

CLUSTER: Language Master

COMPILED BY: DATE: December 10, 1970

I. Behavioral Objective: Given a Language Master and three printed cards, the student will demonstrate the ability to "play" each card and record his voice saying the same word.

II. Purpose: The student must become proficient in the use of the Language Master if it is to be used in an instructional situation.

III. Performance Criteria: (Same as Behavioral Objective)

IV. Experiences:
- A. Module No. AAA102
  Module No. AAA103
- B. Study: Language Master Manual
- C. Read:
  Dawson, Raymond L. Audiovisual Machines. Scranton, Pa., International Textbook Co., 1969. pp. 190-191.
- D. The student will examine the Language Master materials available and the process used in operating the machine for record procedures as follows:
  1. Plug Cord
  2. Headphone Jack (optional)
  3. Place Student/Instructor Bar on Student.
  4. Insert Language Master card.
  5. While card passes through card slot, flip Record/Listen Switch to Record.
  6. Student speaks clearly and distinctly into speaker.
- E. Free Choice

V. Resources:

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AAA102 P. 1 of 1

UNIT: Media

COMPONENT: Hardware

CLUSTER: Language Master

COMPILED BY: DATE: December 10, 1970

I. Behavioral Objective: The student will locate and identify the following parts:

A. Plug Cord
B. Volume Control
C. Socket for Headphone
D. Speaker
E. Student/Instructor Bar
F. Record/Listen Switch
G. Card Slot

II. Purpose: The student must discriminate between the major parts of the Language Master as to their function and purpose to use the hardware in an instructional situation.

III. Performance Criteria: Given a Language Master machine the student will orally locate and identify the following parts:

(Listed under Behavioral Objective)

IV. Experiences:

A. Study Language Master Manual.
B. Read:
Dawson, Raymond L. Audiovisual Machines. International Textbook Co., 1969, pp. 190-191.
C. Free Choice

V. Resources:

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AAA103 P. 1 of 1

UNIT: Media

COMPONENT: Hardware

CLUSTER: Language Master

COMPILED BY: DATE: December 10, 1970

I. Behavioral Objective: Given a Language Master and three printed cards, the student will demonstrate the ability to "play" each card so that it can be clearly understood by the listener.

II. Purpose: The student must become proficient in the use of the Language Master if it is to be used as an instructional tool.

III. Performance Criteria: (See Behavioral Objective)

IV. Experiences:
- A. Study Language Master Manual.
- B. Practice operation by using following steps:
  1. Plug Cord into AC outlet.
  2. Headphone Jack (optional)
  3. Depress Student/Instructor Bar to Instructor.
  4. Leave Record/Listen Switch in the listen position. * Never place Record/Listen Switch on Record while Instructor Bar is depressed. (Instructor's voice will be erased.)
  5. Insert language master card from Right to Left. The student will listen to the Instructor's voice.
- C. Read: Dawson, Raymond L. Audiovisual Machines. Scranton, Pa. International Textbook Co., 1969. pp. 190-191.
- D. Free Choice

V. Resources:

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AAB101

UNIT: Media

COMPONENT: Hardware

CLUSTER: Carousel Slide Projector

COMPILED BY: DATE: December 10, 1970

I. Behavioral Objective: Given a Kodak Carousel Slide Projector, a slide tray, and ten slides the student will:
1.0 Load the slides into tray
2.0 Take necessary steps in making equipment operational
3.0 Show the slides
4.0 Return the equipment to storage positions.

II. Purpose: The student must be able to perform the behavioral objectives in order to use hardware in an instructional situation.

III. Performance Criteria: (Same as Behavioral Objectives)

IV. Experiences:

V. Resources:

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AAB102

UNIT: Media

COMPONENT: Hardware

CLUSTER: Carousel Slide Projector

COMPILED BY: DATE: December 10, 1970

I. Behavioral Objective: The student will name and locate seven (7) of the eight (8) major parts of the Carousel Slide Projector.

II. Purpose: The student must discriminate between the major parts of the projector as to their function and purpose to use equipment with ease.

III. Performance Criteria: Given a diagram of a Kodak Carousel 35mm slide projector, the student will correctly identify and locate on the diagram seven (7) of the eight (8) major parts listed below:

1.0 Lens head
2.0 Focus knob
3.0 Selector button
4.0 Forward and reverse buttons
5.0 Leveling knob
6.0 On-Off Switch
7.0 Fan Button
8.0 Remote control

IV. Experiences:

V. Resources:

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AAB103

UNIT: Media

COMPONENT: Hardware

CLUSTER: Carousel Slide Projector

COMPILED BY: DATE: December 10, 1970

I. Behavioral Objective: The student will demonstrate the operational procedure for setting up the Carousel Slide Projector.

II. Purpose: The student must be aware of the preparation that is necessary in making a Carousel Slide Projector operational to use it with ease.

III. Performance Criteria: Given a Kodak Carousel Slide Projector, the student will set up the projector for projection.

IV. Experiences:

A. Read appropriate sections of:
   1. Kodak Carousel instructional pamphlet.
   2. Davidson, Raymond. Audiovisual Machines. Scranton, Pa.: International Textbook Co., 1964.

B. Free Choice

V. Resources:

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AAB104 P. 4 of 5

UNIT: Media

COMPONENT: Hardware

CLUSTER: Carousel Slide Projector

COMPILED BY: DATE: December 10, 1970

I. Behavioral Objective: The student will correctly load the slide tray with slides for viewing.

II. Purpose: The student must be aware that there is a correct and an incorrect method in loading slides.

III. Performance Criteria: Given a Kodak Carousel Slide Projector, a slide tray, and ten (10) 2 X 2 slides, the student will correctly load the slides and project the image for viewing.

IV. Experiences:

V. Resources:

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AAB105

UNIT: Media

COMPONENT: Hardware

CLUSTER: Carousel Slide Projector

COMPILED BY: DATE: December 10, 1970

I. Behavioral Objective: The student will return the Carousel Slide Projector to a stored position.

II. Purpose: The student is aware that there are certain steps to follow in storing the Carousel Slide Projector.

III. Performance Criteria: Given a Kodak Carousel Slide Projector in a projecting configuration, the student will place the projector in the shelf configuration.

IV. Experiences:

A. Read:
Kodak Carousel instructional pamphlet.

B. Follow these steps:
1. Remove the slide tray by aligning the zero on the tray with the arrow on the projector, and lift up.
2. Place the switch in the fan position.
3. Retract the lens.
4. Retract the levelizing knob.
5. Allow the fan to run for approximately two minutes, allowing the machine to cool.
6. Remove the remote control cord from the rear of the machine.
7. When the motor is cool, turn the switch to off position.
8. Remove the power supply.
9. Store the two cords in the bottom of the projector.

C. Free Choice

V. Resources:

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AAC101

UNIT: Media

COMPONENT: Hardware

CLUSTER: Projection Screen

COMPILED BY: DATE: December 10, 1970

I. Behavioral Objective: Given a specified classroom, the student will:

1.0 Select (and justify the selection of) the proper projection screen.
2.0 Erect the screen for viewing.
3.0 Put the screen back into a carrying configuration.

II. Purpose: The student must have the ability to select as well as erect and take down a projection screen to use this hardware in an instructional situation.

III. Performance Criteria: (Same as Behavioral Objective)

IV. Experiences:
A. Module No. AAC102
B. Module No. AAC103
C. Module No. AAC104
D. Free Choice

V. Resources:

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AAC102

UNIT: Media

COMPONENT: Hardware

CLUSTER: Projector Screen

COMPILED BY: DATE: December 10, 1970

I. Behavioral Objective: The student will erect a projector screen.

II. Purpose: The student must erect the projector screen in order to use it in the instructional program.

III. Performance Criteria: Given a portable projection screen, the student will erect it for viewing.

IV. Experiences: A. The student will examine the projector screen and practice the correct procedures in erecting the screen as follows:
1. Unlock tripod legs
2. Unlock screen by depressing the top button
3. Turn screen
4. Pull screen to desired position and attach to top of tripod

B. Free Choice

V. Resources:

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AAC103

UNIT: Media

COMPONENT: Hardware

CLUSTER: Projection Screen

COMPILED BY: DATE: December 10, 1970

I. Behavioral Objective: The student will put the projector screen into a carrying configuration.

II. Purpose: The student must take down the projector screen after using it in the instructional program.

III. Performance Criteria: Given an erected portable screen (MODULE NO. AAC102) the student will put the screen into a carry configuration.

IV. Experiences:

V. Resources:

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AAC104

UNIT: Media

COMPONENT: Hardware

CLUSTER: Projector Screen

COMPILED BY: DATE: December 10, 1970

I. Behavioral Objective: Given a specified classroom, the student will select and justify the selection of the correct projection screen to be used.

II. Purpose: The prospective teacher needs to know the proper selection of projection screens in order to use them effectively in any given situation.

III. Performance Criteria: Given a specified classroom, the student will select the most appropriate screen, based on screen surface and room layout.

IV. Experiences: A. Read appropriate sections of:

Davidson, Raymond L. Audiovisual Machines. Scranton, Pennsylvania: International Textbook Company, 1964.

Wittich, Walter A. Audio-visual Materials: Their Nature and Use. New York: Harper and Brothers, Publishers, 1953.

B. Free Choice

V. Resources:

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE:

UNIT: Media

COMPONENT: Software

CLUSTER: Preparing Software

COMPILED BY: DATE: December 10, 1970

I. Behavioral Objective: Given a Language Master and three blank cards the student will:

1.0 Print a word on the card using manuscript writing. Record the word on the instructor track of the tape. Record the same word on the student track of the tape.

II. Purpose: The preparation of cards containing words and phrases not produced commercially is essential to the use of the Language Master in an instructional situation.

III. Experiences:

A: Study Language Master Manual.
B. Review: Language Master Cluster in Hardware Component.
C. Read: Davidson, Raymond L. Audiovisual Machines, Scranton, Pa., International Textbook Co., 1969. PP.190-191.
D. Free Choice

IV. Performance Criteria: Same as Behavioral Objective.

V. Resources:

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AAE101 P. 1 of 1

UNIT: Media

COMPONENT: Hardware

CLUSTER: 16mm Bell & Howell Projector, Model _____

COMPILED BY: DATE: December 10, 1970

I. Behavioral Objective: Given a Bell & Howell 16mm projector model _____ the student will:
1.0 Identify 15 of the 23 essential parts.
2.0 Mount front and rear reels.
3.0 Manually thread film into projector and show 3 minutes of film using correct focus, volume and tone.
4.0 Manually unthread the film out of projector.
5.0 Rewind film on to feeder reel.
6.0 Thread machine using self-threading option.

II. Purpose: The student must have the ability to perform the above tasks in order to use the hardware with ease in an instructional situation.

III. Performance Criteria: (Same as Behavioral Objective)

IV. Experiences: Module No. AAE102 (See Behavioral Objective)
Module No. AAE103
Module No. AAE104
Module No. AAE105
Module No. AAE106

V. Resources:

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AAE10

UNIT: Media

COMPONENT: Hardware

CLUSTER: 16mm Sound Projector - Bell & Howell model _____

COMPILED BY: DATE: December 10, 1970

I. Behavioral Objective: The student will locate and identify at least 15 of the 23 below listed parts of a 16mm Bell and Howell Specialist Projector:

External

A. Rear of the projector:
Threading Lamp Switch
Off-On Motor-Lamp Switch
Rewind Switch
Tone-Volume Control
Off-On Switch for panel

B. Top of the projector:
Systems Restore Button
Front and Rear Reel Arms
Reel Locks
Rewind Plunger

C. Front of the projector:
Levelizer Knob
Microphone Jack
Local and Remote Speaker Switch
Remote Speaker Outlet
Power Supply Receptacle

Sprockets
Spring Loaded Framer
Framer Release Button
Focus Knob
Framer Adjuster
Tension Rollers
Sound Drum
Exciter Lamp
Threading Knob

II. Purpose: The student must discriminate the major parts of the machine as to their function and purpose if the machine is to be used with ease.

III. Performance Criteria: Given a diagram of a Bell & Howell 16mm Specialist Projector, the student will locate and label at least 15 of the 23 parts named in the Behavioral Objective.

IV. Experiences: A. Read Appropriate sections of:
371.335 DeBarnardis, Ano. Projections' Handbook. Canada:
AU 25p National Film Board of Canada (LU Library).
Scuorzo, Herbert E. The Practical Audio-Visual Handbook for Teachers. New York: Parker Publishing Co., Inc., 1968.
Quick Reference Guide to the Bell & Howell 16mm Specialist (Inside projector cover.).
Bell & Howell 16mm Specialist Owners' Manual.

B. View: Films: 8mm Loop: L51-Motion Picture Projection
L52-Motion Picture Projection
(Media Center)

C. Free Choice

V. Resources:

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AAE103 P.1 of 1

UNIT: Media

COMPONENT: Hardware

CLUSTER: 16mm Sound Projector, Model _____

COMPILED BY: DATE: December 10, 1970

I. Behavioral Objective: The student will mount the front and rear reels on the 16mm sound projector.

II. Purpose: The student must mount the reels in order to make the 16mm sound projector operational.

III. Performance Criteria: Given a 16mm Bell & Howell Specialist projector, a rell of film, and a take-up reel, the student will mount the reels and ascertain that the directional plunger is in the proper position.

IV. Experiences:

A. The student will view the films and practice mounting the reels following these steps:
1. Feed reel (reel with film) is mounted on the front arm.
2. Check rewind plunger. When the plunger is out, the machine is ready for threading; if the plunger is in, the machine is ready to rewind the film.
3. Take-up reel (reel without film) is mounted on the back arm.
4. Take-up reel and feed reel are locked into position by reel locks.

B. View: Film Loop L-51 (Media Center)
L-52 " "

C. Free Choice

V. Resources:

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AAE104

UNIT: Media

COMPONENT: Hardware

CLUSTER: 16mm Sound Projector, Bell & Howell Model _____

COMPILED BY: DATE:

I. Behavioral Objective: The student will manually thread the 16mm sound projector for operation and present 3 minutes of film with correct focus, volume, and tone.

II. Purpose: The student must thread the 16mm sound projector in order to show the desired film if automatic threader is non-operational.

III. Performance Criteria: Given a Bell & Howell 16mm Specialist projector, a reel of film and a take-up reel, the student will manually thread the projector and present 3 minutes of film with correct focus, volume and tone.

IV. Experiences:

A. The student will practice manually threading the machine by using the following steps:
   1. Pull off 5 feet of film from the feed reel.
   2. The film should follow the directional arrow and the student should observe the correct threading procedure from the schematic drawing on cover.
   3. Secure the film around each sprocket, tension bars, sound drum, and film rollers. The film holes should match the sprocket feet.
   4. Secure the film to the take-up reel.

B. View: Film loop L-51 (Media Center)
   L-52 " "

C. Study manual for the Bell & Howell 16mm projector model _____.

D. Free Choice

V. Resources:

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AAE105 P. 1 of 1

UNIT: Media

COMPONENT: Hardware

CLUSTER: 16mm Sound Projector, Bell & Howell Model _____

COMPILED BY: DATE: December 10, 1970

I. Behavioral Objective: The student will manually unthread the machine and rewind the film on the feed reel.

II. Purpose: The student must be able to unthread and rewind the film without viewing the entire film.

III. Performance Criteria: Given a Bell & Howell, 16mm Specialist Projector threaded, the student will manually unthread the projector and rewind film to feeder reel.

IV. Experiences:
A. Review Module AAE104 on manual threading of machine.
B. View: Film Loop FL-51 (Media Center)
FL-52 " "
C. Study manual for Bell & Howell 16mm Projector Model _____
D. Read the quick reference guide inside the cover of the Bell & Howell Specialist Projector.

V. Resources:

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AAE106 P. 1 of 1

UNIT: Media

COMPONENT: Hardware

CLUSTER: 16mm Sound Projector - Bell & Howell Model _____

COMPILED BY: DATE: December 10, 1970

I. Behavioral Objective: Given a Bell & Howell 16mm Sound Projector Model _____, the student will thread the machine using the automatic thread procedure.

II. Purpose: The student must have the ability to thread the machine to use it in an instructional situation.

III. Performance Criteria: Given a Bell & Howell 16mm Sound Projector Model _____, the student will thread the machine using the automatic thread procedure.

IV. Experiences:
A. Read manual for Bell & Howell Projector Model _____.
B. View film loop _____.
C. Practice auto-threading using following procedures:
1.
2.
3.
4.

V. Resources:

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AAF101

UNIT: Media

COMPONENT: Software

CLUSTER: Repairing Software

COMPILED BY: DATE: December 10, 1970

I. Behavioral Objective: The student will splice broken magnetic tape, using the manual method or using the instrument method.

II. Purpose: Splicing will keep the student from throwing away expensive tapes. Splicing will allow the student to remove unwanted section or to add additional sections.

III. Experience:

A. Read appropriate sections of:
Scuorzo, Herbert E., Visual Handbook for Teachers, New York: Parker Pub. Co., Inc., 1967.

B. View: 8mm Film Loop L 50 (Media Center)

C. Follow the below listed steps:

1. Manual Method:
   a) Overlap both ends of tape
   b) Cut tape at a 45 degree angle
   c) Place both ends as close as possible
   d) Place splicing tape on glossy side
   e) Trim off escess tape with scissors

2. Instrument Method (Robins-Gibson Girl)
   a) Lift the three levers on the instrument
   b) Insert broken ends of tape, glossy side up, in the tape guides and overlap
   c) Lower the holding levers
   d) With operating lever in "cut" position, press down and cut.
   e) Lift lever and blow excess cut tape segments away
   f) Apply splicing tape over cut tape
   g) With operating lever in "trim" position, trim away excess splicing tape
   h) Lift all levers and remove spliced tape

D. Free Choice

IV. Performance Criteria: Given a magnetic tape that has two breaks, the student will splice one break using the manual method and splice the remaining break using the instrument method. The two splices will, when played, produce no distorted audio.

V. Resources: See III above

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AAG101 P. 1 of 1

UNIT: Media

COMPONENT: Hardware

CLUSTER: Wollensak 1500 SS Tape Recorder

COMPILED BY: DATE: December 10, 1970

I. Behavioral Objective: Given a Wollensak 1500 Spool to Spool recorder, the student will:

1.0 Set up the equipment for recording and playback.
2.0 Prepare a two-minute tape of his own voice.
3.0 Play tape back starting from beginning and adjusting volume and tone.
4.0 Set up tape recorder to be used as public address system.

II. Purpose: The student must have the ability to perform the above tasks to use the hardware with ease in an instructional situation.

III. Performance Criteria: (Same as Behavioral Objective)

IV. Experiences:
A. Module No. AAG102
B. Module No. AAG103
C. Module No. AAG104
D. Module No. AAG105
E. Module No. AAG106
G. Module No. AAG107
H. Free Choice

V. Resources: (See Modules of this component)

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AAG102 P. 1 of 1

UNIT: Media

COMPONENT: Hardware

CLUSTER: Tape Recorder - Wollensak 1500 SS

COMPILED BY: DATE: December 10, 1970

I. Behavioral Objective: Given a Wollensak 1500 SS Tape Recorder, the student will locate and identify at lease seven (7) of the following ten (10) controls:
   A. On-Off Control
   B. Volume Control
   C. Record Level VU Meter
   D. Tone Control
      1. Bass
      2. Hi-Fi (Music)
      3. Treble
   E. High Speed Lever
   F. Play Key
   G. Record Key
   H. Index Counter
   I. Speed Selector
   J. Instant Stop Lever

II. Purpose: The student must discriminate between the controls as to their function and purpose to use this hardware in instructional situation.

III. Performance Criteria: (Same as Behavioral Objective)

IV. Experiences: A. Read appropriate sections of:

Scuorzo, Herbert E. Visual Handbook for Teachers. New York: Parker Publishing Co., Inc., 1967.

De Kieffer, Robert. Manual of Audiovisual Techniques. California: Prentice-Hall, Inc., 1955.

Wittich, Walter A. Audiovisual Materials: Their Nature and Use. New York: Harper & Bros., 1953.

B. Study: Operating Instructions for Wollensak 1500 SS Tape Recorder.

C. View: 8mm Loop No. L-48 (Media Center)

D. Free Choice

V. Resources: (See Experiences)

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AAG103 P. 1 of 1

UNIT: Media

COMPONENT: Hardware

CLUSTER: Tape Recorder - Wollensak 1500 SS

COMPILED BY: DATE: December 10, 1970

I. Behavioral Objective: Given a Wollensak 1500 SS Recorder, the student will demonstrate the following operational procedures for setting up the tape recorder:

A. Take the lid cover off by sliding the black buttons, located on each side forward.
B. Detach the two cords located in the lid cover.
C. Plug in the microphone into the receptacle located and labeled on the back side of the recorder.
D. Plug the power cord into an AC outlet, and into the AC connector located and labeled on the back side of the recorder.
E. Turn the machine on by the volume control.

II. Purpose: The student must be competent in the steps in making a tape recorder operational.

III. Performance Criteria: (Same as Behavioral Objective)

IV. Experiences: A. Read appropriate sections of the following:

De Kieffer, Robert. Manual of Audiovisual Techniques. California: Prentice Hall, Inc., 1955.

Foster, Laurence F. Audiovisual Materials and Techniques. California: Fearon Publishers, 1956.

B. Study: Operating instructions for Wollensak 1500 SS Tape Recorder.

C. Free Choice

V. Resources: (See Experiences above.)

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AAG104 P. 1 of 1

UNIT: Media

COMPONENT: Hardware

CLUSTER: Tape Recorder - Wollensak 1500 SS

COMPILED BY: DATE: December 10, 1970

I. Behavioral Objective: Given a Wollensak 1500 SS Tape Recorder, the student will prepare a two-minute tape of his own voice.

II. Purpose: The student must prepare audio tapes in instructional situations.

III. Performance Criteria: Given a Wollensak 1500 SS Tape Recorder and a reel of audio tape, the student will prepare a 2-minute tape of his own voice. The prepared tape will be free of feedback and audio distortion; and extraneous noises will be minimized.

IV. Experiences: A. Read appropriate sections of:

Haas, Kenneth B. Preparation and Use of Audio-Visual Aids. New York: Prentice-Hall, Inc., 1955.

Davidson, Raymond L. Audio-Visual Machines. Scranton, Pa: International Textbook Company, 1964.

B. Study: Operational instructions for Wollensak 1500 SS Tape Recorder.

C. Follow the below listed steps:

1. Make desired recording hook-up as instructed in Module AAG102.
2. Turn monitor switch off.
3. Depress stop key.
4. Thread recorder
   a. The full reel goes on the left spindle, and the empty reel on the right spindle.
   b. Tape must be threaded so that the glossy side is facing out.
5. Depress record key while pressing record lock at the same time and holding it.
6. Set index counter to 3 3/4 ips.
7. Hold microphone about 8" from mouth.
8. Adjust volume (Normal is 5) then release record lock and begin recording.
9. When finished recording, depress stop key.

D. Free Choice

V. Resources: See Experiences above)

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AAG105 P. 1 of 1

UNIT: Media

COMPONENT: Hardware

CLUSTER: Tape Recorder - Wollensak 1500 SS

COMPILED BY: DATE: December 10, 1970

I. Behavioral Objective: The student will demonstrate the following operational procedure for play back.
A. Insure that the tape is cued at the beginning.
B. Depress the play key.
C. Adjust volume and tone.

II. Purpose: To recognize and identify the sound that has been recorded, and to discover if proper speed and volume were used.

III. Performance Criteria: Given a Wollensak 1500 SS Tape Recorder and a previously recorded tape (Module No. AAG104), the student will play the tape at the proper speed and without distortion.

IV. Experiences: A. Read appropriate sections of:

Scuorzo, Herbert E. Visual Handbook for Teachers. New York: Parker Publishing Co., Inc., 1967.

De Kieffer, Robert. Manual of Audio-Visual Techniques. California: Prentice-Hall, Inc., 1955.

B. View: 8mm Picture Loop No. L-48 (Media Center).

C. Free Choice.

V. Resources: (See Experiences Above).

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AAG106 P. 1 of 1

UNIT: Media

COMPONENT: Hardware

CLUSTER: Tape Recorder - Wollensak 1500 SS

COMPILED BY: DATE: December 10, 1970

I. Behavioral Objective: The student will identify and correct for accoustical feedback.

II. Purpose: To recognize, identify, and prevent accoustical feedback which causes "sqealing" and "howling."

III. Performance Criteria: Given a Wollensak 1500 SS Tape Recorder, the student will cause and correct acoustical feedback.

IV. Experiences: A. Read appropriate sections of:

De Kieffer, Robert. Manual of Audio-Visual Techniques Californai: Prentice-Hall, Inc., 1955.

B. Operating instructions for Wollensak 1500 SS Tape Recorder.

C. Free Choice.

V. Resources: (See Experiences above)

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AAG107 P. 1 of 1

UNIT: Media

COMPONENT: Hardware

CLUSTER: Tape Recorder - Wollensak 1500 SS

COMPILED BY: DATE: December 10, 1970

I. Behavioral Objective: The student will demonstrate the operational procedure for setting up the tape recorder as a public address system.

II. Purpose: The student must frequently operate and use the public address system in cooperation with learning skills in the instructional program.

III. Performance Criteria: Given a Wollensak 1500 SS Tape Recorder, the student will operate the recorder as a public address system.

IV. Experiences: A. Read appropriate sections of:

Brown, James W. A-V Instruction: Materials and Methods. McGraw Hill Book Co., 1964.

B. Study operating instructions, Wollensak 1500 SS Tape Recorder.

C. Free Choice.

V. Resources: (See Experiences above)

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AAH101 P. 1 of 1

UNIT: Media

COMPONENT: Hardware

CLUSTER: Filmstrip Projector - Bell & Howell Model _____

COMPILED BY: DATE: December 10, 1970

I. Behavioral Objective: The student will operate the machine as a filmstrip projector and as a slide projector. He will produce a proper viewing image, using focus, level, and tilt.

II. Purpose: The student must be competent in operating and making adjustments that are necessary to produce good projection in an instructional situation.

III. Performance Criteria: Given a Bell & Howell filmstrip projector, a slide conversion mechanism, 10 2X2 slides, a filmstrip in a cartridge, and a filmstrip not in a cartridge, the student will operate the projector as:

A. A slide projector (10 slides)
B. A filmstrip projector:
   1. Filmstrip in cartridge
   2. Filmstrip not in cartridge

IV. Experiences:
A. Module No. AAH102
B. Module No. AAH103
C. Module No. AAH104
D. Module No. AAH105
E. Study Bell & Howell Instructional Pamphlet.
F. View Film Loop No. L-45 (Media Center)
G. Free Choice

V. Resources: (Same as Experiences)

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AAH102 P. 1 of 1

UNIT: Media

COMPONENT: Hardware

CLUSTER: Filmstrip Projector - Bell & Howell Model _____

COMPILED BY: DATE: December 10, 1970

I. Behavioral Objective: The student will name and locate the 13 major parts of the filmstrip projector.

II. Purpose: The student must discriminate between the major parts of the projector as to their function and purpose to use the hardware in an instructional situation.

III. Performance Criteria: Given a diagram of a Bell & Howell Filmstrip Projector, the student will identify and label 10 of the 13 following parts (major):

A. Power Switch
B. Lamp House Cover
C. Rewind Crank
D. Film Advance Knob
E. Lamp House Release Screw
F. Focus Knob
G. Tilt Control
H. Lens
I. Lens Door
J. Release Button
K. Front Access Door
L. Framing Lever
M. Slide Release Button

IV. Experiences:

A. Read appropriate sections of:
Bell & Howell Instructional Pamphlet.

B. View: Film Loop No. L-45 (Media Center)

C. Free Choice

V. Resources: (Same as Experiences)

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AAH103 P. 1 of 1

UNIT: Media

COMPONENT: Hardware

CLUSTER: Filmstrip Projector - Bell & Howell Model _____

COMPILED BY: DATE: December 10, 1970

I. Behavioral Objective: The student will demonstrate the operational procedure for setting up the filmstrip projector.

II. Purpose: The student must be competent in the preparation that is necessary in making a filmstrip projector operational.

III. Performance Criteria: Given a Bell & Howell filmstrip projector, the student will set up the projector for projection.

IV. Experiences: A. Read appropriate sections of:
Bell & Howell Instructional Pamphlet

B. View: Film Loop No. L-45 (Media Center)

C. Free Choice

V. Resources: (Same as Experiences)

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AAH104 P. 1 of 1

UNIT: Media

COMPONENT: Hardware

CLUSTER: Filmstrip Projector Bell & Howell Model _____

COMPILED BY: DATE: December 10, 1970

I. Behavioral Objective: The student will properly load the projector with the cartridge and without the cartridge.

II. Purpose: The student must be competent in the two methods of loading the projector with a filmstrip.

III. Performance Criteria: Given a Bell & Howell Filmstrip Projector, a filmstrip in a cartridge, and a filmstrip not in a cartridge, the student will load the projector with each filmstrip.

IV. Experiences:

A. Read appropriate sections of:

Bell & Howell Instructional Pamphlet.

B. View: Film Loop No. L-45 (Media Center)

C. Free Choice

V. Resources: (See Experiences above)

VI. Taxonomy:

MODULE: AAH105

UNIT: Media

COMPONENT: Hardware

CLUSTER: Filmstrip Projector Bell & Howell Model

COMPILED BY: DATE: December 10, 1970

I. Behavioral Objective: The student will convert the filmstrip projector to a 2 X 2, 35mm slide projector.

II. Purpose: The student, in an instructional situation, may have to use a filmstrip projector converted to a slide projector.

III. Experience: A. Read appropriate sections of:

Bell & Howell Instructional Pamphlet.

B. Practice the following steps in converting the filmstrip projector to a slide projector:

1. Depress Release Button
2. Open Front Access Door
3. Pull down Film Gate
4. Close Front Access Door
5. Insert the slide into the V-shaped area on top of the projector.
6. Release film by depressing the Slide Release Button.
7. Catch a slide at the bottom of projector.

C. Free Choice

IV. Performance Criteria: Given a Bell & Howell filmstrip projector and a slide conversion mechanism, the student will convert the filmstrip projector to a slide projector.

V. Resources: See Experience

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AA1101 P. 1 of 1

UNIT: Media

COMPONENT: Hardware

CLUSTER: Tape Player - Norelco

COMPILED BY: DATE: April 2, 1971

I. Behavioral Objective: Given a Norelco Tape Player and a cassette tape, the student will:

1.0 Set up equipment for playback.
1.2 Play tape from beginning adjusting volume and tone.

II. Purpose: The student must have the ability to perform the above tasks to use the hardware with ease in self-instructional situations in the Media Center.

III. Performance Criteria: (Same as Behavioral Objective)

IV. Experiences:
A. Study Resource No. 1 in Hardware Resource File.
B. Study Resource No. 2 in Hardware Resource File.
C. Study operating instruction booklet for hardware.
D. Free Choice.

V. Resources: (See Experiences Above)

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AAJ101 P. 1 of 1

UNIT: Media

COMPONENT: Hardware

CLUSTER: Craig Model 2610 Cassette Recorder

COMPILED BY: DATE: May 21, 1971

I. Behavioral Objective: Given a Craig Model 2610 Cassette Recorder and a blank cassette the student will:
   A. set up the equipment for recording and playback.
   B. prepare a two-minute tape of his own voice.
   C. play tape back starting from beginning and adjust volume.

II. Purpose: The student must have the ability to perform the above task to use the hardware with ease in an instructional situation.

III. Performance Criteria: Same as Behavioral Objective

IV. Experiences:
   A. Tape Recorder, Craig - Resource #1 "Ten Steps in Recording with Craig Model 2610 Cassette Recorder"
   B. Tape Recorder, Craig - Resource #2 "Six Steps in Playing a Tape Using Craig Model 2610 Cassette Recorder"
   C. Tape Recorder Craig - Resource #3 "Operator's Manual"
   D. Free Choice

V. Resources:
   A. Listed under experiences.
   B. Located in Media Center.

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AAK1C1

UNIT: Media

COMPONENT: Software

CLUSTER: Bulletin Boards

COMPILED BY: DATE: April 12, 1971

I. Behavioral Objective: The student will construct a bulletin board and explain how his bulletin board will contribute to the learning environment of the classroom. The student will list the criteria of good bulletin boards and give his source of authority. The student will justify his bulletin board in terms of the criteria he selected.

II. Purpose: Bulletin boards can be an integral part of teaching. When they are effectively done, they can make the classroom program vital, exciting, and interesting. They offer opportunities for the teacher to introduce new ideas and facts to the class and for students to work as a group to share their learning experiences. They can be used to introduce a new unit of work, to explain a specific part of the lesson, to develop a center of continuing interest, to display student's work, to focus on announcements and for many other purposes. Prospective teachers need to be able to make and use bulletin boards with ease.

III. Performance Criteria: See Behavioral Objective.

IV. Experiences:

A. Read: Current and past issues of Instructor and Grade Teacher. These magazines have monthly bulletin board ideas.

B. Brown, James W.; Lewis, Richard B.; and Harcleroad, Fred F., A-V Instruction Materials and Methods. McGraw-Hill Book Co., New York, 1959, pp. 235-251.

C. Dale, Edgar. Audio-Visual Methods in Teaching, 3rd ed. Holt, Rinehart and Winston. New York, 1969. pp. 323-338.

D. Horn, George F., Bulletin Boards. Reinbold Pub. Co., 1962

E. Jarolinek, John. Social Studies in Elementary Education, 3rd ed., Macmillan Co., New York, 1967. pp. 130-132, 388-389.

F. Section on bulletin boards from practically any methods book.

G. View collection of bulletin board slides in Media Center.

H. View the following Films and filmstrips:

1. Bulletin Boards, Bailey Films, Inc., - Curriculum Center
2. Preparing Bulletin Boards - Curriculum Center
3. Exciting Bulletin Boards, Part 1, 2 - Curriculum Center
4. Bulletin Boards, An Effective Device - Curriculum Center
5. Bulletin Board Scrapbook in Media Center

I. Scan: Collection of bulletin board booklets in Curriculum Center
J. Free Choice

V. Resources: See Experiences

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AAL101 P. 1 of 1

UNIT: Media

COMPONENT: Hardware

CLUSTER: Spirit Duplicator Machine

COMPILED BY: Emogene J. Dial DATE: September 7, 1971

I. Behavioral Objective: The prospective teacher will type or print a master sheet and then, given access to a standard spirit duplicator machine, will insert the master into the machine and duplicate a specified number of copies.

II. Purpose: Teachers are frequently needing copies of instructional materials, tests, charts, handouts, etc., to be used in the classrooms. The spirit duplicator is simple to operate and is a quick and easy way to supply up to one hundred copies in a short period of time.

III. Performance Criteria: Given access to a spirit duplicator machine, the prospective teacher will demonstrate the following procedures for operating the machine:

A. Turn fluid tank to "on" position
B. Attach master to cylinder
C. Load paper on feed table
D. Adjust pressure control
E. Set counter to "oooo."
F. Turn handle clockwise and operate.
G. Set machine in proper "off" position by:

1. Placing pressure control on "off."
2. Turning fluid tank to "off"
3. Removing master.

IV. Experiences:
A. View 8 mm. Picture loops:
L-2, The Spirit Duplicator
L-1, The Spirit Duplicator; Preparing Masters.
B. Read operating instructions posted by machine.
C. Free choice
D. Demonstration by instructor.

V. Resources: (See experiences)

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AAM101

UNIT: Media

COMPONENT: Hardware

CLUSTER: Mimeograph Machine

COMPILED BY: Emogene J. Dial DATE: September 7, 1971

I. Behavioral Objective: The student will follow proper steps of operating a mimeograph machine and duplicate several legible copies.

II. Purpose: It is essential that student develop skill in the use of mimeograph machines. Teachers are frequently needing instructional handouts, examinations, and other materials for use in their classrooms. The mimeograph machine is especially useful when more than one hundred copies are desired.

III. Performance Criteria: Given access to a mimeograph machine, the student will demonstrate the following procedures for operating the machine:

A. Remove the protective cover.
B. Attach the stencil to the four hooks.
C. Load the paper on feed table.
D. Set the counter to "ooo."
E. Turn on switch or turn handle clockwise if manual machine.
F. Set machine in proper "off" position by:
   1. turning switch to off.
   2. removing stencil
   3. replacing protective cover.

IV. Experiences: A. Read operating instructions attached to machine.
B. Demonstration by professor.
C. Free choice.

V. Resources: (See experiences)

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: AAN101 P. 1 of 1

UNIT: Media

COMPONENT: Software

CLUSTER: Preparing a Master by Heat Process on dry copier machine.

COMPILED BY: Emogene J. Dial DATE: September 7, 1971

I. Behavioral Objective: On a dry copier machine, the prospective teacher will successfully prepare a master (stencil) from an instructional handout previously prepared.

II. Purpose: Many times a teacher needs additional copies of instructional material but does not have time to type another master or possibly does not know how to type and does not have a secretary at this particular time. Preparing a master by heat process is most helpful in times like this.

III. Performance Criteria: (See Behavioral Objective)

IV. Experiences:
A. View 8 mm. Picture Loops:
L-22, Transparencies: Heat Process
L-1, The Spirit Duplicator; Preparing Masters
B. Demonstration by Media Personnel
C. Free Choice

V. Resources:
A. 8mm. Picture Loops - L-22 and L-1
B. Faculty

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: MAA101

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: DATE: September 16, 1971

I. Behavioral Objective: The student will read an appropriate literary selection to pupils in a real or simulated situation in which he demonstrates:

A. Correct voice and diction.
B. Non-verbal reinforcement.
C. Maintaining proper eye contact with pupils.
D. Enthusiasm for the selection.
E. Recognizing attending behavior.

II. Purpose: The ability to read well orally is a requirement in most teaching situations. The development of this skill depends upon the student:

A. being free of obvious speech impediments.
B. having mastered all specialized vocabulary of the subject area.
C. having mastered techniques of oral reading.

III. Performance Criteria: (Same as Behavioral Objective)

IV. Experiences:

A. Student may listen to and observe "good" readers in class, on radio and television, in assemblies, and consider factors involved in making interesting presentations.
B. Student may read to class in a simulated situation followed by critique of presentation.
C. Student may read sections on oral reading in any reading methods textbook.
D. Student may video tape oral reading presentation and evaluate in terms of techniques of good oral reading.
E. Student may consult instructor regarding plans for a seminar on oral reading.

V. Resources: Teachers' manuals of language arts textbooks located in Curriculum Library.

Consult Educational Index for appropriate selections in periodicals.

Textbook on reading instruction in library

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: MAB101

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: James H. Patrenos DATE: September 8, 1971

I. Behavioral Objective: The student will use the standard school form for indicating receipt of lunch, bank, etc., monies.

II. Purpose: To assist and relieve the classroom teacher in this time consuming task.

III. Performance Criteria: The student will demonstrate his ability to use the required forms in collecting money from students. Not only his ability to fill the forms correctly, but the manner in which he performs this duty must be satisfactory with the classroom teacher. (speed, quietness, clearness in direction giving, etc.)

IV. Experiences:
Observation in the classroom (not just one room, but see how several teachers handle this task).
Getting familiar with the forms.
Learning the children's names.
Discussing this task with the observing teacher.
Talk to peers.
Research for different forms that may be better than the ones now used.
Free choice.

V. Resources:
Teachers
Peers
Administrative personnel
Florida B 2 Model ROLE OF TEACHER AIDE
Classroom observation

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: MAC101

UNIT:

COMPONENT:

CLUSTER: Safety Hazards on the Playgrounds of Schools

COMPILED BY: J. Kenneth Orso DATE: September 8, 1971

I. Behavioral Objective: The teacher aide will be able to identify the safety hazards which may already exist on the playgrounds of the school where he is serving as an aide, and he will be able to identify the safety hazards which may occur during children's various play activities.

II. Purpose: In order to make playgrounds safe for children during their play activities, it is important that teachers and teacher aides be able to recognize and eliminate safety hazards which could result in injury to children.

III. Performance Criteria: The teacher aide will walk over the playground at his school and will make a list in writing of all the hazards which already exist on the playgrounds. He also will be able to identify the safety hazards which may occur during the children's play activities and to prevent the future occurrence of these hazards.

IV. Experiences:
1. Seminar: Discussion with peers and faculty concerning some of the common safety hazards which may be found or which may occur on playgrounds.
2. View filmstrip, "Play Safety," No. 326, FS 614.8, Media Center.
3. Observe children at play on a playground of a school.
4. Free Choice.

V. Resources:
1. Filmstrip, "Play Safety, No. 326, FS 614.8.
2. College of Education Faculty.
3. Public School Faculty.
4. M. Mosburg, "For Safety, Pad Your Playground," The Instructor, 78 (August, 1968), p. 156.
5. B. Hendley, "Playground Pointers," The Instructor, 76 (August, 1966) p. 111.
6. E. J. Slezak, "Fifty Checkpoints for a Safe Playground," Journal of Health, Physical Education, and Recreation, 36 (May, 1965), p. 47.
7. Look in Education Index under "Playgrounds" for other appropriate articles.

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: MAD101

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: Lloyd Parnell DATE: September 7, 1971

I. Behavioral Objective: The student will utilize correct first aid procedures in simulated situations when given problems in any three of the following fourteen first aid problem areas:

1. Earache
2. Nose Bleeds
3. Abdominal Pain
4. Toothaches and Broken teeth
5. Cuts, Abrasions, and Lacerations
6. Headaches and Head Injuries
7. Convulsions
8. Burns
9. Broken bones and Suspected Spine Injuries
10. Loss of consciousness and Shock
11. Bleeding
12. Eyes
13. Animal Bites
14. Foreigh Bodies

II. Purpose: Invaribly, as teachers work with students under their supervision illnesses and accidents occur. Teachers must act under these circumstances. Through this area of study, the prospective teacher learns what action to take.

III. Performance Criteria: The student will utilize correct first aid procedures in each of the three problems assigned to him. Failure to utilize correct first aid procedures in any one of the three problems will necessitate further study and re-testing in three newly selected problems.

IV. Experiences:
(1) Study pamphlet "Handling Emergency Illnesses and Accidents at School" prepared by the Bureau of Maternal and Child Health of the Alabama State Health Department. (Duplicated copies of this pamphlet are available in the Media Center.)
(2) Set up simulated situations on your own and practice with your peers.
(3) Free Choice.

V. Resources: "Handling Emergency Illnesses and Accidents at School" prepared by the Bureau of Maternal and Child Health of the Alabama State Health Department. (Copies available in the Media Center.)

American National Red Cross. Life Saving and Water Safety. Garden City, New York: Doubleday and Company, Inc., 1967. Chapter VII "Resuscitation", pp. 168-191 (University Library).

Brennan, William T. and Ludwig, Donald J. First Aid and Civil Defense. Dubuque, Iowa: William C. Brown Company, Publishers, 1968. Selected sections, (University Library).

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: MAE101

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: Emogene J. Dial DATE: September 13, 1971

I. Behavioral Objective: The prospective teadher will do minor darning and mending, such as sewing on buttons, sewing up rips, replacing hems, repairing zippers and repairing or adjusting eye glasses.

II. Purpose: Since small children play roughly and are frequently pulling off buttons from their clothing, ripping out seams and hems, and breaking their glasses, it is important that prospective teachers do minor darning and mending to clothing and temporary repairing to eye glasses.

III. Performance Criteria: In a short seminar, prospective teachers will be given a demonstration on mending and darning clothing and making minor repairs and/or adjustments to eye glasses. Following the demonstration, students will sew on buttons, mend rips, replace hems, and do minor repair and/or adjustment to eye glasses.

IV. Experiences: (See Behavioral Objective and Performance Criteria)

V. Resources: Professor in seminar

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: MAF101

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: Katherine A. Johnston DATE: August 10, 1971

I. Behavioral Objective: When given a simulated classroom setting (size of room, windows, furniture, electrical outlets, etc.), the student will arrange the classroom furniture and materials needed in the classroom so that provisions are made for large group instruction, small group instruction, individual instruction, learning centers, and isolation.

II. Purpose: The physical arrangement of a room determines to a degree the effectiveness of instruction. The prospective teacher should be able to utilize space and furniture so that they support the instructional program.

III. Performance Criteria: When given a problematical situation, the prospective teacher can draw a diagram or make a shadow box showing a room arranged so that space is utilized, large and small groups and indivi-uals can function and learning centers are established. He can explain to a group of his peers and to the instructor his rationale for making such an arrangement.

IV. Experiences:

A. View parts of the following films with the purpose of rating various room arrangements and activities. (Films are in the Media Center.)
1. See How They Learn, No. F-104.
2. They All Learn to Read, No. F-102.
3. The Physical Environment, No. F-28.
The Elementary School, Part I
Team Teaching on Elementary Level, No. F-225
4. Techniques of Teaching Science, No. F-279.
5. Broader Concept of Method, Part II, No. F-115.
5. Social Studies Teaching Techniques, No. F-101.

B. Read

1. Alabama Kindergarten, pp. 45-52 (Curriculum Library)
Elementary Division, State Department of Education,
Montgomery, Alabama 36104.
2. Burton, William. The Guidance of Learning Activities, 3rd Edition.
Appleton-Century-Crofts. "The Organization of the Setting for Learning" pp. 275-287.

3. Association for Supervision and Curriculum Development, Yearbook, 1954. "Creating a Good Environment for Learning."
4. Hefferman-Todd, The Kindergarten Teacher, D.C. Heath Co., 1960. pp. 50-68/
5. Michaelis, John U. Social Studies for Children in a Democracy, Recent Trends and Developments. 3rd Edition. Prentice-Hall, Inc., 1963. pp. 292-300; 266-267, (Note Pictures throughout book).

C. Seminar with Instructor - Pre-requisite for seminar: View some of the above listed films and read from some of the above references.

D. Free Choice

V. Resources: Listed Above

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: MAG101

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: Freda Judge DATE: September 9, 1971

I. Behavioral Objective: The student will observe a group of six pupils and tally the types of behavior exhibited but with an instructional setting and a "free type" situation (as recess or library).

II. Purpose: A teacher must be able to identify, define and be able to record objectively the various types of behaviors exhibited by the students within his/her classroom.

III. Performance Criteria: Given a group of six children in two different school settings as (1) within a classroom during instruction and (2) during recess time or library period the student will tally on a check sheet at 1 minute intervals the number of times each of the following occurs for each student:

a. disruptive behavior
b. sharing behavior
c. attending behavior
d. non attending behavior
e. cooperative behavior
f. aggressive behavior
g. isolation-self imposed
h. isolation-by group
i. assumption of leadership role within group

IV. Experiences:
1. Attend seminar on child behavior.
2. View "Each Child So Different" F282/ Socialable Six to Noisy Nine F210/ Problems of Pupil Adjustment F271.

V. Resources:
1. University faculty and staff
2. Texts, periodicals and pamphlets on Behaviors of Children.

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: MAH101

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: Ann G. Hill DATE: September 9, 1971

I. Behavioral Objective: The student will demonstrate a technique of reinforcement to alter a child's undesirable behavior.

II. Purpose: Students must learn to deal with undesirable behavior in a manner devoid of negotivism if pupil behavior is to be altered.

III. Performance Criteria: Placed in an exasperating situation the student must in voice tone and facial expression demonstrate acceptance of the child, must express a firm rejection of student behavior in terms of its inappropriateness to the learning objective at all times maintaining a positive, helpful approach toward the child in suggesting improvements for changed behavior.

IV. Experiences:
1. The student may attend a crisis laboratory.
2. He may engage in simulations in a seminar on discipline.
3. He may read suggested materials and others which he finds suitable.
4. He may view a film on discipline.
5. Free choice.

V. Resources:
Loree, Ray. Psychology of Education. Ronald Press, 1970. (Chap. 4, "The Teaching-Learning Process").
Shaffer, Helen B. Discipline in Public Schools. Vol. II, No. 8, Wahington, D.C.: Editorial Research Reports, Aug. 27, 1969.
"Ten Military Principals," Basic Field Manual: Military Courtesy and Discipline. (Note particularly Principle III).
Webster, Staten W. Discipline in the Classroom. San Francisco: Chandler Publishing, 1968.

Film: "Discipline in the Classroom", Vimco Film Series #15.

VI. Taxonomy: Affective and Cognitive Domains on higher levels.

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: MAI101

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: Freda Judge DATE: September 13, 1971

I. Behavioral Objective: The student will score the results of a teacher made objective test for the pupils of two different grade levels.

II. Purpose: Part of every teachers non-instructional duties include constructing grading and recording of data obtained from classroom pencil and paper evaluations. In order to give a teacher-in-training experience in this area, within the limits of their levels of competence, a student who is serving as a teachers' aide will learn to efficiently and properly grade teacher-made objective tests.

III. Performance Criteria: Given two sets of teacher made objective tests from pupils at two different grade levels, the student will score and record the grades on a class profile sheet.

IV. Experiences:
1. Seminar on positive grading techniques
2. Observe an experienced teacher grading teacher made objective tests.

V. Resources:
1. Filmstript series on Measurement and Evaluation
2. Faculty and Staff
3. Free Choice

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: MAJ101

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: Katherine A. Johnston DATE: August 10, 1971

I. Behavioral Objective: The teacher aide will keep a daily attendance record in an Alabama School Register and make out a monthly report of attendance on the basis of twenty days as required by Alabama School Law.

II. Purpose: Prospective teachers need to learn to keep attendance records and make monthly reports of attendance for the grade which they teach or for the class to which they have been assigned home room teacher because the Alabama Legislature required that these reports be made and be kept accurately.

III. Performance Criteria: Entries in the Daily record section of the Alabama School Register will be kept legibly and accurately so that the information can be used to make the monthly report found in the Alabama School Register, Items 1 - 2 24. This monthly report must be accurate and must show on the report the three checks for accuracy for boys, girls, and totals following the formula given in the register, page 52. This will be a simulated situation.

IV. Experiences:

A. Read directions for keeping the records in an Alabama School Register, pages 2 and 3.
B. Study the model shown on pages 4 and 5 of an Alabama School Register.
C. Examine the whole register carefully to see what and where date should be entered.
D. In a simulated situation, prepare a monthly report from data on a work which uses a small number of students but involves situations for recording various causes of absences, withdrawals, etc., in the daily record report of the register.
   1. Enter the data from the work sheet in the appropriate section of the "daily record" of the Alabama School Register. (A "work register" can be supplied by the instructor.)
   2. Use information on pages 2 and 3 and from the model on pages 4 and 5 of the Alabama School Register to record the data for a twenty-day period of reporting.
   3. Turn to Part II of the Alabama School Register (Middle of register) - "Instructions for Making a Monthly Report." Fill out a monthly report form (use pencil for the trial copy) transferring data from the daily report (front of the register) to the designated items and columns.
   4. When all data have been entered through Item 8, make a complete check for the monthly report using the formula found on the middle of page 52. Use all three equations to check separately - girls, boys, and totals. Do this check, leaving it in equation form, on the front page of the monthly report so that it can be seen quickly by the instructor.

5. When all items through Item 8 check, complete the report through Item 24.
6. All blank- should be filled in. If there is nothing to report, enter a zero in the proper place.
7. Whenever division is required, carry the division out two places beyond the decimal.

E. Seminar and work session with the instructor.

V. Resources:

Alabama School Register (See Instructor)
Work Sheets supplying raw data.

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: MAK101

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: Muhammed Nawaz DATE: September 8, 1971

I. Behavioral Objective: Given three different samples of cumulative record cards the student will list and classify common areas of individual development generally incorporated in cumulative records.

II. Purpose: The student should be able to identify important areas of an individual's development as they are related to his unique growth pattern. This information is necessary to enable him to see a cumulative record as an ccount of an individual's experiences/ abilities/ activities in a total perspective.

III. Performance Criteria: Given three different samples of cumulative record cards the student will list and classify common areas of individual's development generally incorporated in cumulative record cards.

IV. Experiences:
- A. View Film: Report Card, Critical Moments in Teaching, F343
- B. Study different cumulative record forms
- C. Confer with peers/faculty
- D. Free Choice

V. Resources:
- A. Traxler, Arthur E., and North, Robert D., Techniques of Guidance, Harper and Row, 1966, pp. 34-36.
- B. Downing, Lester N., Guidance and Counseling Services, An Introduction, McGraw-Hill, 1968, pp. 77-163.
- C. Glennenn, Robert E., Guidance: An Orientation, Pruett Press, 1966, pp. 159-163.
- D. Free Choice

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: MAL101 P. 1 of 1

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: Muhammed Nawaz DATE: September 8, 1971

I. Behavioral Objective: Given a list of cumulative record headings the student will identify and describe in writing the usual informants used by the school to obtain the needed information related to home background, achievement, health, intelligence, personality, and other aspects of a learner's development.

II. Purpose: For a teacher, to be able to understand his learners, it is necessary that he should identify sources of information pertaining to his home background, achievement, health, intelligence and personality.

III. Performance Criteria: Given a list of cumulative record headings the student will list and describe in writing the usual informants used by the school to obtain the needed information related to home background, achievement, health, intelligence, personality, and other aspects of a learner's development.

IV. Experiences:
A. Consult teachers
B. Confer with peers/faculty

V. Resources:
A. Traxler and North, Techniques of Guidance, 1966, pp. 39-44, 46-73, 79-96.
B. Garry, Ralph, Guidance Techniques for Elementary Teachers, 1963, pp. 115-133, 199-202.
C. Free Choice

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: MAM101

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: Muhammed Nawaz DATE: September 8, 1971

I. Behavioral Objective: The student will observe a child in the classroom, and during playground activities and objectively record his anecdotes on a given anecdotal record form.

II. Purpose: It is necessary for prospective teachers to understand children with whom they are working. A pre-requisite for this understanding is that they should observe children in classroom and playground situations and record their observations in an objective way.

III. Performance Criteria: (See Behavioral Objective)

IV. Experiences:
A. Look at samples in books.
B. Confer with peers/faculty.
C. Free Choice.

V. Resources:
A. Traxler, and North, Techniques of Guidance, 1966, pp. 126-135.
B. Free Choice.

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: MAN101 P. 1 of 1

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: Muhammed Nawaz DATE: September 8, 1971

I. Behavioral Objective: Given a set of simulated data the student will notate various items on cumulative record card of an individual child. The data will include:
   A. identifying information
   B. achievement and school grades
   C. mental capacity
   D. family background
   E. extra curricular activities
   F. personality traits
   G. health
   H. interests
   I. future plans

II. Purpose: A cumulative record is maintained in a way that it becomes more complete as a result of successive additions of information on an individual over a period of time. It provides an important basis for all judgements concerning the individual learner. It is important for the prospective teacher to get acquainted with various items of information on the cumulative record card and notate them in a systematic way.

III. Performance Criteria: (See Behavioral Objective)

IV. Experiences:
   A. Study sample cumulative record cards.
   B. Confer with peers/faculty.
   C. Free Choice

V. Resources:
   A. Sample cumulative record cards
   B. Traxler and North, Techniques of Guidance, PP. 189-230.
   C. Garry, Ralph, Guidance Techniques for Elementary Schools, 1963, pp. 31-59.
   D. Free Choice

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: MA0101 P. 1 of 1

UNIT:

COMPONENT:

CLUSTER: Field Trip (Problems and Solutions)

COMPILED BY: Kenneth Orso DATE: September 8, 1971

I. Behavioral Objective: The student will plan in writing a simulated field trip, listing ten problems (and solutions) that might occur.

II. Purpose: Field trips help provide a real laboratory for first hand experiences for children. It is necessary that teachers and students be able to plan for successful field trips with pupils. A knowledge of some of the common problems which could occur during a field trip will help to make this learning experience more meaningful for the pupils and for the adults in charge.

III. Performance Criteria: The student will plan in writing a simulated field trip and will list ten problems (and their solutions) which could occur during a field trip.

IV. Experiences:
- A. View film, Field Trips for Discovery, No. 277, Media Center.
- B. Seminar: Discussion with peers and faculty concerning some of the common problems (and their solutions) which may occur during a field trip.
- C. Free Choice.

V. Resources:
- A. Film, Field Trips for Discovery, No. 277, Media Center.
- B. College of Education Faculty.
- C. Public School Faculty.
- D. R. Reed, "Field-trip Fun," Grade Teacher, 87 (April, 1970) pp. 72-73.
- E. W.B. Muller, "Make and Take, But Don't Forsake, the Field Trip," Industrial Arts and Vocational Education/Technical Education, 58 (Summer, 1969), pp. 27-29.
- F. R. Rives, "Strengthen Field Trips," The Instructor, 78 (February, 1969), p. 47.
- G. G. Bauer, "World Beyond the Classroom" The Clearing House, 43 (February, 1969), pp. 371-372.
- H. B. Nations, "How to Take a Field Trip," The Instructor, 80 (May, 1971), p. 21.
- I. Look in Education Index under "Field Trips" for other appropriate articles.

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: MAP101

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: DATE:

I. Behavioral Objective: The student will demonstrate the ability to use manuscript writing correctly in the preparation of charts, children's work sheets, and on the blackboard. The manuscript writing must meet the criteria commonly accepted by reading authorities.

II. PURPOSE: Manuscript writing is a commonly accepted tool in the instructional process of teaching reading. Although middle school children have usually moved to cursive writing the manuscript form should be used while working with children with reading problems.

III. Performance Criteria: Same as Behavioral Objective

IV. Resources:

Dallman, Martha. Teaching the Language Arts in the Elementary School. Wm. C. Brown, Co., 1966. pp. 121-149.

Enstrom, E. A. and Trafford, D. H. The "Common Sense" Approach to Teaching Handwriting. Peterson Handwriting. Greensburg, Pa., 1966.

Manuscript Letter Strips published by Noble and Noble Publishers, Inc., or Zaner-Bloser Company.

Film: See How They Learn (Last half of film) Curriculum Laboratory

VI. Taxonomy

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: MAR101

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: James Patrenos DATE: September 9, 1971

I. Behavioral Objective: The student will conduct (lead) three musical activities on the primary level. (Rhythm - singing - listening)

II. Purpose: This will enable the student to relieve and assist the teacher in meaningful classroom experiences that can be related in many ways to various subjects as well as independent work.

III. Performance Criteria: The student will demonstrate effectively each type of musical activity listed in the Behavioral Objective.

IV. Experience: Teacher instruction (individual or regular scheduled classes) Read book and materials listed under resources
Packaged materials such as recordings and tapes
Free Choice
Classroom observation
Perform with small groups of students (peers) either with or without video taping

V. Resources: Music Courses designed for the elementary teacher. MU 211 - MU or ED 361 and the teaching laboratory for elementary teachers.

Discovering Music Together Series - Grades 1-3 student and teacher edition. Pollett Publishers.

Exploring Music Series - Grades 1-3 student and teacher edition. Holt, Rinehart and Winston.

Teaching Music Creatively in the Elementary School, Cheyette, McGraw-Hill.

Any of the many books in the University s libraries on music for the elementary teacher.

Recordings in the Main Library and in the Curriculum Library - Teachers - Students - Observation in field.

VI. Taxonomy

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: MAS101

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: James H. Patrenos DATE: September 9, 1971

I. Behavioral Objective: The student will conduct (lead) three musical activities on the upper elementary level. (Rhythm-singing-listening)

II. Purpose: This will enable the student to relieve and assist the teacher in meaningful classroom experiences that can be related in many ways to various subjects as well as independent work.

III. Performance Criteria: The student will demonstrate effectively each type of musical activity listed in the behavioral objective.

IV. Experiences: Teacher instruction (individual or scheduled classes)
Use books and materials listed under resources
Packaged materials such as recording and tapes
Free Choice
Classroom observation
Practice with small groups of students (peers) either with or without video tape equipment.

V. Resources: Music courses designed for the elementary teacher. MU 211 MU or ED 361 and the teaching laboratory for the elementary teacher.

Discovering Music Together Series - Grades 4-6 students and teacher edition, Follett pub. co.

Exploring Music Series - Grades 4-6 student and teacher edition. Holt, Rinehart and Winston.

Teaching Music Creatively in the Elementary School - Cheyette-Cheyette McGraw Hill.

Any of the available books on Music in the Elementary School.
Recordings in the Music Library and the Curriculum Library.
Teachers
Students
Observation in the field

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: NAA101

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: Muhammed Nawaz DATE: September 9, 1971

I. Behavioral Objective: The student will list and describe in writing the characteristics of a standardized achievement test.

II. Purpose: Before the prospective teacher begins to administer a standardized test, he should know the basic characteristics of such a test.

III. Performance Criteria: The student will list and describe in writing the characteristics of a standardized achievement test.

IV. Experiences:
A. Confer with peers/faculty
B. Free Choice

V. Resources:
A. Lindvall, C.M., Measuring Pupil Achievement and Aptitude, 1967, pp. 21-27.
B. Cronback, Lee J., Essentials of Psychological Testing, P. 87-147.
C. Smith, Fred M., and Adams, Sam, Educational Measurement for the Classroom Teacher, 1966, pp. 58-65.
D. Gerberich, Greene and Jorgensen, Measurement and Evaluation in the Modern School, 1962, pp. 52-67.
E. Free Choice.

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: NAB101

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: Mohammed Nawaz DATE: September 9, 1971

I. Behavioral Objective: The student will list and describe in writing the characteristics of a standardized test of mental ability.

II. Purpose: Before the prospective teacher plans to administer a standardized test of mental ability/intelligence he should be able to identify basic characteristics of such a test.

III. Performance Criteria: The student will list and describe in writing the characteristics of a standardized test of mental ability.

IV. Experiences: Confer with peers/faculty
Free Choice

V. Resources: Lindvall, C.M., Measuring Pupil Achievement and Aptitude, 1967, p. 21-27.
Cronback, Lee J., Essentials of Psychological Testing, 1961, p. 87-197.
Smith, Fred M., and Adams, Sam, Educational Measurement for the Classroom Teacher, 1966, p. 58-65.
Gerberich, et. al., Measurement and Evaluation in the Modern School, 1962, p. 52-67.
Free Choice.

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: NAC101

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: Mohammed Nawaz DATE: September 9, 1971

I. Behavioral Objective: The student will list and describe in writing the characteristics of a standardized diagnostic test.

II. Purpose: Knowledge about diagnostic instruments is necessary for a prospective teacher in order to assess the difficulties/assets of students and to plan corrective measures.

III. Performance Criteria: The student will list and describe in writing the characteristics of a standardized diagnostic test.

IV. Experiences: Confer with faculty
Free Choice

V. Resources: Smith, Fred M. and Adams, Sam, Educational Measurement for the Classroom Teacher, 1966, p. 58-65.
Smith, Robert M., Teacher Diagnosis of Educational Difficulties, 1969, p. 75-87, p. 163-166.

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: NAD101

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: Mohammed Nawaz Date: September 9, 1971

I. Behavioral Objective: Given a simulated class of 35 students, the teacher-aide will prepare plans for administering a standardized group test by recording necessary steps in sequential order.

II. Purpose: Before the prospective teacher actually administers a standardized group test, he should know the steps involved in such administration.

III. Performance Criteria: Given a simulated class of 35 students of elementary grades the teacher-aide will prepare plans for administering a standardized group test (of achievement, mental ability or diagnosis) by recording (in sequential order) the necessary steps for such planning.

IV. Experience: Confer with faculty/peers
Free Choice

V. Resources: Torgerson, Theodore L., et. al, Measurement and Evaluation. 1959, p. 379-386.
Trasler and North, Techniques of Guidance, 1966, p. 149-153.
Free Choice.

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: NAE101

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: Mohammed Nawaz DATE: September 9, 1971

I. Behavioral Objective: Given materials the student will administer a group achievement test to a group of five students of elementary grades.

II. Purpose: The prospective teacher should learn to administer standardized achievement tests. This is a competency used by teachers in the classroom situations.

III. Performance Criteria: The student will administer group achievement tests (elementary level) to a group of give students of elementary grades. He will demonstrate this competency by (seating the students and calling rolls, giving directions before the test, distributing pencil markers, distributing test materials, reading directions for each part of the test, keeping time and collecting test materials when the test is completedd.)

IV. Experiences: Confer with faculty
Free Choiee

V. Resources: Cronback, Lee J., Essentials of Psychological Testing, 1960, P. 37-58.
Lindvall, C.M., Measuring Pupil Achievement and Aptitude, 1967, p. 136-140.
Test Manual

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: NAF101

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: Mohammed Nawaz DATE: September 9, 1971

I. Behavioral Objective: Given materials the student will administer a group test of Mental Ability to a group of five students of elementary grades.

II. Purpose: The teacher should know how to administer a group test of mental maturity in order to be able to accomplish such tasks in the teaching-learning situations.

III. Performance Criteria: The student sill administer Henmon Nelson Test of Mental Ability to a group of five students of elementary grades and demonstrate this competency by (seating the students and calling rolls, giving instructions before the test, distributing pencil markers, distributing test materials, reading directions for each part of the test and keeping time and collecting test materials when the test is completed.)

IV. Experiences: Read test manual
Confer with faculty
Free Choice

V. Resources: Cronback, Lee J., Essentials of Psychological Testing, 1960, p. 37-58.
Lindvall, C.M., Measuring Pupil Achievement and Aptitude, 1967, p. 136-140.
Trexler, and North, Techniques of Guidance, 1966, p. 148-155.
Free Choice.

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: NAG101

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: Mohammed Nawaz DATE: September 9, 1971

I. Behavioral Objective: Given materials the student will administer a diagnostic test to a group of five students of elementary grades.

II. Purpose: One way to diagnose the basal level of a learner's achievement in reading, mathematics, social studies, etc., and to diagnose his difficulties in these areas is to administer a standardized reading test to them. This information will help the teacher plan his learning-teaching experiences.

III. Performance Criteria: The student will administer a group achievement test to a group of five students of elementary grades and demonstrate this competency by seating the students and calling rolls, giving instructions before the test, distributing pencil markers, distributing test materials, reading directions for each part of the test, keeping time, and collecting test materials when the test is completed.

IV. Experience: Read test manual
Confer with faculty
Free Choice

V. Resources: Cronback, Lee J., Essentials of Psychological Testing, 1960, p. 37-58.
Lindvall, C.M., Measuring Pupil Achievement and Aptitude, 1967, p. 136-140.
Traxler, and North. Techniques of Guidance, 1966, p. 148-155.
Free Choice.

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: NAH101

UNIT:

COMPONENT

CLUSTER:

COMPILED BY: Mohammed Nawaz DATE: September 9, 1971

I. Behavioral Objective: Given materials (test manual, scoring key and profil sheet) the student will score and profile the results the standardized group achievement test already administered by him.

II. Purpose: The teacher aide should be able to score and profile test results as a part of his functions.

III. Performance Criteria: Given materials (test manual, scoring key and profile sheet) the student will score and profile the results of the group achievement test already administered by him.

IV. Experiences: Study test manual
Confer with faculty
Free Choice

V. Resources: Materials provided by faculty
Cronback, Lee J., Essentials of Psychological Testing, 1960, p. 65-69.
Traxler and North, Techniques of Guidance, p. 156-164.
Free Choice

~~VI.~~ Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: NAI101

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: Mohammed Nawaz DATE: September 9, 1971

I. Behavioral Objective: Given materials (Test manual, scoring key and profile sheet) the student will score and profile the results of the group test of mental maturity already administered by him.

II. Purpose: The teacher aide should be able to score and profile test results as a part of his functions.

III. Performance Criteria: Given materials (test manual, scoring key and profile sheet) the student will score and profile group test of mental maturity already administered by him.

IV. Experiences: Study test manual
Confer with faculty
Free Choice

V. Resources: Materials provided by faculty
Cronback, Lee J., Essentials of Psychological Testing, 1960, p. 65-69.
Traxler, and North, Techniques of Guidance, p. 156-164.

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: NAJ101

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: Mohammed Nawaz DATE: September 9, 1971

I. Behavioral Objective: Given materials (test manual, scoring key and profile sheet), the student will score and profile the results of the group test of academic diagnosis already administered by him.

II. Purpose: The teacher aide should be able to score and profile test results as a part of his functions.

III. Performance Criteria: As in Behavioral Objective

IV. Experiences: Study test manual
Confer with faculty
Free Choice

V. Resources: Materials provided by faculty

VI. Taxonomy: